

Facilitator's Guide to the Teamwork for Achievement Module

Thank you for your commitment to SBDM and for training the council members attending your session(s). As a reminder *Teamwork for Achievement* is designed as a three (3) hour session for experienced members.

The attached *Facilitator's Guide* includes a script, as well as accompanying answer keys and notes. The script itself is discretionary and serves as a guide only; the answers are samples. Feel free to create your own transitions between topics and to facilitate discussions to your comfort level; you are not bound by the script itself. Most of the activities and readings require mandatory engagement, so passive learning and *sit and get* are not recommended. Encourage your trainees to take notes, highlight, annotate, and interact with the words on the pages. Please reference the appendices (when applicable) during the training.

Should you find any incorrect information or need clarification on an activity or would like to provide feedback on the module, feel free to contact your SBDM Consultants at (502) 564-3791.

Again, *thank you*.

Sample Agenda:

- I. Introductions & Session Overview
- II. Teamwork and Relationships
- III. Characteristics of Productive Team Members
- IV. Teamwork & Data Analysis
- V. Break
- VI. Recruiting the Best Team Members
- VII. Teamwork & Budgeting
- VIII. Closing/Evaluations/EILAS

Needed Materials:

- Booklet for each participant
- Teamwork cards (cut into individual letters)
- Productive Team Member Reference Sheet (optional, printed on cardstock [if possible], cut into strips)
- Computer for PowerPoint presentation (optional)
- Access to computers & Internet for *School Report Card* activity
- Sign-in sheet
- EILA certificates
- Nametags or name tents
- Highlighters
- Evaluations
- Post-Its (optional)
- Chart paper (optional)
- Markers (optional)
- True/False flashcards (optional [copied front to back])

After welcoming participants, provide each person with a copy of the training booklet. Spend time reviewing the objectives below, which set the stage for the information that follows. This is also a key time to note that the training is designed to last 3 hours to satisfy the legal requirement. Explain that during this training session, council members will spend time discussing their roles relative to data analysis, hiring/consultation, and budgetary decisions. Remind council members the booklet belongs to them and encourage them to take notes and interact with the pages.



KENTUCKY DEPARTMENT OF EDUCATION

Teamwork for Achievement

A three (3) hour training for experienced SBDM members

Objectives:

After this training, council members will be able to...

- Understand how the council's work with data analysis, personnel selection, and budget responsibilities impact achievement
- Explain how positive relationships and teamwork impact council effectiveness
- Connect the consultation process and hiring practices to student achievement

Session Overview:

This SBDM training session focuses on how school councils work with shareholders in the community to create a team that helps all students achieve at high levels. Participants will understand the importance of setting common goals and how effective consultation and principal selection processes lead to getting the best people for your team.

Student Achievement:

The school council's mission is to improve student achievement [KRS 160.345(2)c]. Each school council must create an environment in its school that will result in students achieving at high levels. All policies and decisions by the school council must contribute to achievement of the overall school's mission.

Opening Activity: Organize council members into 4 groups. If you have several council members present, organize them into 8 groups. Give each group a letter from the *Teamwork Cards*. Council members need to generate verbs that begin with the assigned letter that you have given them and that fills the blank in the following statement, "A successful council _____." Have council members list as many verbs as possible on chart paper or a piece of blank paper. After 2→3 minutes have elapsed, have groups share the verbs that they generated. Once each group has had enough time to share aloud, point out that the combined letters spell the word TEAM or TEAMWORK (if you used all of the cards). Reiterate that this module is designed with teamwork as the focus and how the collaborative efforts help to promote the success of the council, as well as the school itself. Sample answers are included on pages 32-33 of this guide.

Say: Before we hone in on several of the council's responsibilities as they relate to achievement, let's spend time defining teamwork and relationships, as well as what individual characteristics help to create a productive team.

(Have a volunteer read the paragraphs below. Encourage council members to interact with the words on the page by highlighting, taking notes, annotating, etc...)

Teamwork and Relationships

Webster's dictionary defines positive as *good or useful*. Relationship is defined as *the way in which two or more people, groups, countries, etc. talk to, behave toward, and deal with each other*. When you put the two words together, **positive** and **relationship**, the meaning is *the way a group of people talk to, behave toward, and deal with each other that is good and useful*.

That is what a school council is – *a useful relationship among a group of people*. Building and maintaining positive relationships is a key to having teams that work well together.

Activity 1: As a council member, you will form relationships with each other, as well as the students in the building, the parents of those students, and the community members at large. Using the space below, answer the following questions: ***Why is forming a positive relationship with each of them important? What can you do to make sure the relationships formed stay positive?***

FORMING POSITIVE RELATIONSHIPS



Students: This is the group for whom all decisions are made. Positive relationships with students encourages them to engage in education and builds goodwill. To ensure the relationship stays positive, council members will need to make sound decisions and create fair policies.



Parents: Parents advocate on behalf of their children, so it is important that they see the council as an advocate for the students' well-being, as well. This will ensure trust and help to create harmony. To ensure the relationships remain positive, council members need to ensure all decisions are communicated and that parents are encouraged to participate in meetings.



Community members at large: Everyone has a stake in what takes place in the public schools in the district. Involving community members at large builds rapport and capacity. The attitudes and values of the community influences decisions made at the school. To ensure the relationships remain positive, the community needs to be invited to participate in meetings and discussions.



Council: Forming positive relationships within the collective allows for timelier decisions, effective meetings, and clearer communication. To ensure relationships stay positive, council members should be active participants and listeners. Councils should work towards consensus while not feeling as though their beliefs were compromised.

Have council members share responses aloud-either with the whole group or at their tables.

Read the highlighted portion below. Share the guidelines for effective teamwork (column I) for school council members while allowing time for participants to fill in the missing information and the explanations, as well.

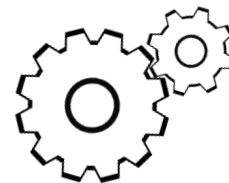
Thereafter, have participants complete the section on prioritizing.

Teamwork is essential for effective school councils. Guidelines for effective teamwork for school council members include the following:

| GUIDELINES | EXPLANATION |
|--------------------------------------|--|
| Sharing all relevant information | <i>Relevant means any information that is potentially useful in making a decision about a proposed change.</i> |
| Explaining your reasoning and intent | <i>Explaining shared information moves toward fuller disclosure.</i> |
| Testing assumptions and inferences | <i>We become more aware of assumptions we make about what we are about to experience and more conscious of the inferences we are drawing during an experience.</i> |
| Jointly designing next steps | <i>Making decisions about how we will work together and promote ownership and commitment</i> |
| Focusing on interests, not positions | <i>Positions are specific solutions or decisions for which people advocate. People will usually tell you their positions on an issue. Interests are the underlying problems or concerns that people to see addressed. Interests are not easily obtained as positions because people are often reluctant to share or simply do not know or cannot verbalize their concerns. Asking people to share about their interests and concerns instead of their positions can often make it easier to find common ground and a new approach.</i> |

Prioritize: Rank (1→5 [1 denotes the most important, 5 being the least]) the following guidelines according to what you personally believe helps to create a successful school council:

- _____ Sharing all relevant information
- _____ Explaining your reasoning and intent
- _____ Testing assumptions and inferences
- _____ Focusing on interests, not positions
- _____ Jointly designing next steps



Engage in conversation by allowing participants the opportunity to share what they ranked as the most and least important. Encourage justification of the selections.

Say: We have spent time engaging in the guidelines of effective teamwork; however, what characteristics does a productive team member embody?

(Read the opening paragraph aloud and have participants complete Activity 2.)

What Does a Productive Team Member Look Like?

Being on the school-based decision making council makes you part of a team. So, what can you do to be a *productive* team member? To be a good team member, you must understand your personal strengths and how they contribute to the council and also recognize your weaknesses and where you need assistance from others.

Activity 2: Listed below are ten characteristics of a productive team member. Complete this inventory about yourself and rate your confidence for each skill by placing an **X** near the rating that best suits your level.

SKILL #1: RELIABLE

I can be counted on to get the job done.

___Not so confident ___Sort of Confident ___Really confident

SKILL #2: EFFECTIVE COMMUNICATOR

I express my thoughts and ideas clearly and directly, with respect for others.

___Not so confident ___Sort of Confident ___Really confident

SKILL #3: ACTIVE LISTENER

I listen to and respect different points of view. Others can offer constructive feedback – and I don't get upset or defensive.

___Not so confident ___Sort of Confident ___Really confident

SKILL #4: PARTICIPATES

I am prepared – and get involved in team activities. I am a regular contributor.

___Not so confident ___Sort of Confident ___Really confident

SKILL #5: SHARES OPENLY AND WILLINGLY

I am willing to share information, experience, and knowledge with the group.

___Not so confident ___Sort of Confident ___Really confident

SKILL #6: COOPERATIVE

I work with other members of the team to accomplish the job - no matter what.

___Not so confident ___Sort of Confident ___Really confident

SKILL #7: FLEXIBLE

I adapt easily when the team changes direction or am asked to try something new.

____Not so confident ____Sort of Confident ____Really confident

SKILL #8: COMMITTED

I am responsible and dedicated. I always give my best effort!

____Not so confident ____Sort of Confident ____Really confident

SKILL #9: PROBLEM SOLVER

I focus on solutions. I am good about not going out of my way to find fault in others.

____Not so confident ____Sort of Confident ____Really confident

SKILL #10: RESPECTFUL

I treat other team members with courtesy and consideration - all of the time.

____Not so confident ____Sort of Confident ____Really confident

Now that you have rated yourself on these skills, you should have an idea of what your strengths and weaknesses are. Reflect on your ratings by finishing the following statements:

Once 3→5 minutes have elapsed, have participants complete the reflection questions below. Answers will vary.

| | | |
|-------------------------------------|--|--|
| I am most proud of my ability to... | | |
| I want to improve my ability to... | | |
| I will work with my team to... | | |

Encourage participants to share their responses with their table groups (if applicable) or aloud with the whole group.

Say: Now that we have discussed preliminary information regarding teamwork, let's narrow our focus on why teamwork is necessary in your role as a council member. To begin, our focus (as the heading alludes) is centered on the work you and your teammates will engage in regarding the analysis of data. (Read the opening section aloud and then have participants complete Activity 3.)

Teamwork and Data Analysis

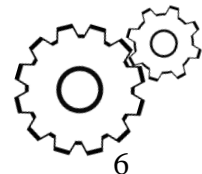
Positive relationships are the foundation for building effective teams. Once those positive relationships have been formed, teams need to start working toward clear, meaningful goals that will lead to results. So, what are clear, meaningful goals? **SMART** goals are a fantastic guideline to follow for ensuring results:

| | |
|------------|--|
| Specific | •A specific goal is more detailed and has a greater chance of being accomplished. |
| Measurable | •A measurable goal includes criteria for measuring progress toward reaching the goal you have set. |
| Attainable | •An attainable goal must be a goal that can be reached financially, skillfully, and purposefully. |
| Realistic | •A realistic goal has an objective that you are willing and able to work toward achieving. The goal can be high, but it must be reachable. |
| Timely | •A timely goal is one that includes a specific timeframe. |

School-based decision making councils are tasked with the great responsibility of increasing student achievement. All decisions made by the council (setting targets for closing achievement gaps, approving the school improvement plan, analyzing test scores, evaluating programs, etc....) should be to this effect.

Activity 3: With your table team, read the statute regarding student achievement and then discuss the characteristics of students achieving at high levels and how the council can ensure all students achieve:

KRS 160.345(2)(c)1:The school council shall have the responsibility to set school policy consistent with district board policy which shall provide an environment to enhance the students' achievement and help the school meet the goals established by KRS 158.645 and 158.6451. The principal shall be the primary administrator and the instructional leader of the school, and with the assistance of the total school staff shall administer the policies established by the school council and the local board.



Say: As the statute noted, it is the responsibility of the council to provide an environment to enhance students' achievement. So, where can councils get information regarding achievement? One place to start is the *School Report Card*. (Have a volunteer read the information below the heading and then allow council members time to access a computer to complete the activity. Once time has elapsed, share answers aloud [contingent upon time, comfort level, etc...].)

Data Analysis & the School Report Card

While the council's primary goal is to promote student achievement, this is likely a difficult task if the school's data is not analyzed and discussed during a council's meeting. As an experienced council member you are likely aware that each school and district is annually issued a School Report Card, which can be found on the Kentucky Department of Education's (KDE's) website. These report cards are not to be confused with *student* report cards; these report cards provide information regarding accountability, teacher qualifications, student safety, awards, parent involvement and much more. The School and District Report Cards were established by statute [KRS 158.6453](#) and regulation [703 KAR 5:140](#). The link to the School Report Card can be found by visiting <http://applications.education.ky.gov/SRC/>.

Activity 4: Visit the School Report Card link. Once you have made your way to the site, underneath the column labeled *School Report Card*, select the year, district, and school. Once you click on *View Card*, peruse the site to find the answers to the following questions:

| QUESTION | RESPONSE |
|--|--|
| 1. Under which tab will you find the names of the school council members and accountability performance for that year? | Profile |
| 2. Which tab houses a summary of all test results? | Accountability |
| 3. What information is included under the <i>Learning Environment</i> tab? | Demographics, ADA, Spending per student, Total Membership, Transition to Adult Life after Graduation |
| 4. Select the <i>Delivery Targets</i> tab. The Proficiency and Gap delivery targets provide schools and districts with the annual progress needed to meet their Proficiency and Gap delivery goals. What is your school's actual percentage score for the most recent school year reported in the area of reading? Did the school meet its goal? | Answers will vary. |

THINK: PAIR: SHARE: What will I do this upcoming term to ensure my council is using data to make informed decisions?

Read the highlighted section below aloud and allow council members 5→10 minutes to read the excerpt silently. Sample discussion questions on pg. 8.

In February 2017, Commissioner Pruitt released *The State of P-12 Education in the Commonwealth of Kentucky*, which shared several notable educational achievements of our state, as well as provided an overview of Kentucky's accountability system that is currently under development. Commissioner Pruitt addressed accountability in the following excerpt from the State of Education excerpt:

Kentucky has been a bold leader among states when it comes to addressing long-standing educational challenges. We have always looked to our values to guide us and reached beyond what others have done in order to do what is best for our children and our Commonwealth.

Kentucky is poised once again to become a model for other states with an innovative accountability system under development that takes unflinching aim at the achievement gap and looks beyond tests to drive change.

The purpose of the state's accountability system is to increase student outcomes and the percentages of students who:

- *Have a well-rounded educational foundation, including the arts, music, health, core academic subjects, and personal and social skills that support success in school and professions (e.g., reliability, adaptability, working well with others, and ability to apply knowledge and skills in practical, real-world situations)*
- *Possess high levels of knowledge and skills in key content areas of reading, writing, mathematics, science, and social studies, as evidenced by scores of Proficient or higher on the state subject matter tests*
- *Demonstrate readiness to transition to the next level of education (elementary to middle or middle to high school) and to the postsecondary option of the student's choice, as evidenced by strong, appropriate coursework and external recognition of academic and professional knowledge and skills, and actual engagement in postsecondary education and/or work after leaving high school*

When the Every Student Succeeds Act (ESSA) was signed into law in December 2015, it presented an opportunity for Kentucky to revise and improve its public school accountability system. In spring 2016, the Kentucky Department of Education sponsored a series of Town Hall Meetings across the state to outline the current system, explain the requirements under ESSA and solicit input for what the public values in its schools and should be reflected in the new system. Several overarching themes emerged:

- *Our children must be at the heart of the system.*
- *A well-rounded education is important and necessary.*
- *All subjects, both tested and non-tested, need to be valued.*
- *Access and opportunity for students are critical.*
- *An emphasis on teaching is needed.*
- *Collaboration instead of competition among schools and districts needs to be the focus.*

System Development

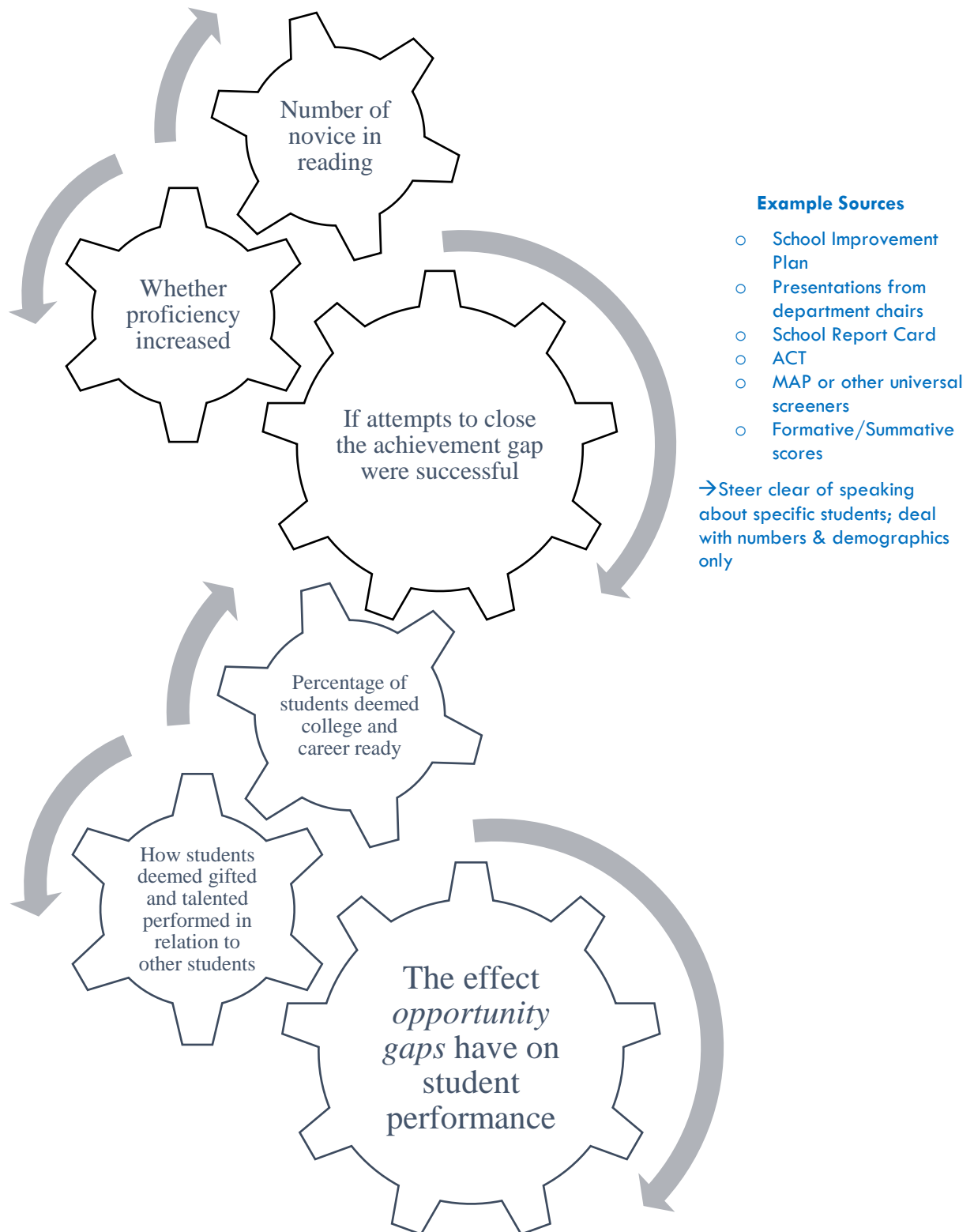
In June 2016, Commissioner Stephen Pruitt named an Accountability Steering Committee to guide the overall work. At its first meeting he told the committee, "This work is about 650,000 young people sitting in classrooms across the state and making sure they get the best education possible. We have to get out of a mentality of compliance with accountability and focus on quality, if we want to make progress on closing achievement and opportunity gaps and make the gains we need for the benefit of our children. Every one of them needs to be prepared to pursue college, postsecondary training, military service or a job upon high school graduation."

*The federal Every Student Succeeds Act (ESSA) provides us with an opportunity to build on our success meaningfully, address our shortcomings and raise **all** students to higher levels of achievement and postsecondary readiness. A complete copy of the State of K-12 Education in the Commonwealth of Kentucky is available online: <http://bit.ly/KYStateofEd2017>.*

Potential Discussion Questions: What information was refreshing? How do you envision these changes unfolding on the ground? What information do you agree/disagree? Why?

Have council members work with their table group (if they're not seated at tables, have them organize into small groups) and generate ideas on what sources of data the council could analyze regarding the following topics.

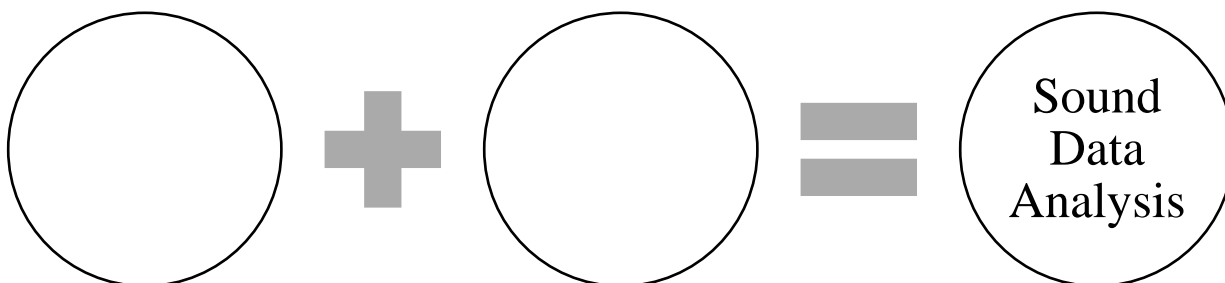
Activity 5: What sources of data could the council analyze to determine the following:



Prior to moving forward to the last activity for this section, ask if there are any lingering questions.

Distribute a reference strip to each council member or if you opted not to use the reference strips of paper, refer council members back to pages 4→5. Have council members complete Activity 6 and list the two productive team member characteristics they believe are necessary for the council's role with data analysis. Thereafter, have them select a guideline that would also be deemed helpful during this task by placing an X on the line. Lastly, council members should reflect on this section prior to moving forward.

Activity 6: Using the list of ten characteristics of a productive team member, list the two characteristics that you believe would help the council maximize its role with data analysis.



When making decisions based on the *analysis of data*, which guideline for effective teamwork would prove itself useful in conversation?

- | | |
|--|--|
| _____ Sharing all relevant information | _____ Explaining your reasoning and intent |
| _____ Testing assumptions and inferences | _____ Focusing on interests, not positions |
| _____ Jointly designing next steps | |

| | |
|-------------------|--|
| REFLECTION | <p><i>These characteristics coupled together would help the council maximize its data analysis process, because...</i></p> <p style="text-align: center; color: #0070C0;">Answers will vary.</p> |
|-------------------|--|

Dismiss participants to break. Once the group has returned, have a participant sum up learning from the first pages of the module prior to moving forward with *Recruiting the Best Team Members*.

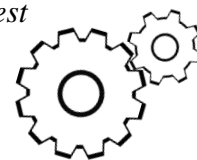
Say: In addition to working as a team through careful data analysis, council members are also responsible for helping to recruit the best team members for the school itself. (Read the paragraphs aloud under the heading. Distribute a True/False card to encourage active engagement. Read the statements aloud and have participants show a T for statements they deem true or F for false statements.)

Recruiting the Best Team Members

In order to reach goals and help improve student achievement, the right people need to be selected for the school's team. The next two topics include consultation and principal selection, because these processes focus on finding the *best people* for the job and are council responsibilities.

Selecting effective personnel is crucial to an SBDM council's work; the right people help a school reach its goals and promote student achievement! Let's begin with a pre-test to see what you already know about *the hiring process*. For each item, write **True** or **False** on the line to the left of the statement.

- FALSE 1. When a vacancy occurs, superintendents must submit the applications of all applicants to the principal. (*only those qualified for the position*)
- FALSE 2. Principals and councils are not entitled to additional qualified applications when a vacancy cannot be filled.
- FALSE 3. Superintendents are responsible for hiring classified employees to fill vacancies at schools in their districts.
- TRUE 4. School councils can go into closed session to interview candidates for a position at the school. (*councils can, but they do not have to*)
- TRUE 5. Principals select personnel to fill vacancies after consulting with the SBDM council.
- FALSE 6. It is a legal requirement for every council member to be involved in the interviewing process of a qualified applicant. (*refer to consultation policy*)
- TRUE 7. Itinerant positions are at the purview of the district. (*702 KAR 3:246[3][13]*)
- TRUE 8. Media specialists can be shared at two or more schools so long as the councils agree. (*KRS 158.102[2][a]*)
- TRUE 9. The superintendent or the superintendent's designee serves as the chair of the council for the purpose of principal selection and has voting rights.
- FALSE 10. Consultation is not a required SBDM policy; however, it is deemed *best practice*.



Say: Are there any questions before we move forward?

Say: We will now spend time focusing on consultation, which is a required policy area for the council. Consultation procedures allow councils to select the best team members for the school. (Have a volunteer read the information below and then complete the Quick Review portion.)

What is consultation?

Consultation is defined as *the act of conferring or deliberating with two or more persons on some matter*. With the case of school councils, consultation occurs when the school has a personnel vacancy. A council's **consultation policy** must include the following:

KRS 160.345(2)(i)11- Procedures to assist the council with consultation in the selection of personnel by the principal, including but not limited to meetings, timelines, interviews, review of written applications, and a review of references. Procedures shall address situations in which members of the council are not available for consultation.

When **filling a vacancy**, the council is subject to the following requirements:

KRS 160.345(2)(h)(1): Personnel decisions at the school level shall be as follows: From a list of qualified applicants submitted by the local superintendent, **the principal at the participating school shall select personnel to fill vacancies**, after consultation with the school council, consistent with paragraph (i)11 of this subsection. The superintendent shall provide additional applicants to the principal upon request when qualified applicants are available. The superintendent may forward to the school council the names of qualified applicants who have pending certification from the Education Professional Standards Board based on recent completion of preparation requirements, out-of-state preparation, or alternative routes to certification pursuant to KRS 161.028 and 161.048. Requests for transfer shall conform to any employer/employee bargained contract which is in effect;

Quick Review

- Circle the procedures that should be included in the consultation policy.
- Highlight who selects the candidate to fill a vacancy.
- Underline the responsible party for submitting the names of qualified applicants to the principal.
- Double-underline whether those with pending certification are considered a qualified applicant.

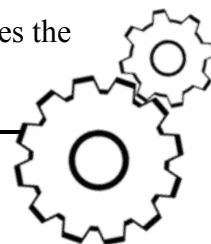
After reading the opening paragraph, have council members evaluate the example policy included on pages 14 & 15. Review the answers once enough time has been given. Point out that the process for filling a principal vacancy is different from other personnel vacancies and information regarding that can be found below the line.

Consultation: A Required Policy

Consultation is a required policy area for the school council. When a personnel vacancy occurs at the school level, the superintendent submits a list of qualified candidates to the principal and the school council. The principal then implements the consultation policy created by the council. After consultation, the principal selects the person to fill the vacancy and submits the name to the superintendent who completes the hiring process.

Activity 7: Read the example policy on the next two pages and **highlight the council's role in consultation** as it relates to this particular policy. Underline the portion of the policy which states the principal has the final say on filling a vacancy.

Extension: If you have a copy of your council's policy readily available, how does the sample policy compare/contrast?



When filling a principal vacancy, the council is subject to the following requirements:

KRS 160.345(2)(h)(2): i. If the vacancy to be filled is the position of principal, the outgoing principal shall not serve on the council during the principal selection process. The superintendent or the superintendent's designee shall serve as the chair of the council for the purpose of the hiring process and shall have voting rights during the selection process. ii. Except as provided in subdivision b. of this subsection, the council shall have access to the applications of all persons certified for the position. The principal shall be elected on a majority vote of the membership of the council. No principal who has been previously removed from a position in the district for cause may be considered for appointment as principal. The school council shall receive training in recruitment and interviewing techniques prior to carrying out the process of selecting a principal. The council shall select the trainer to deliver the training;

After reviewing the principal vacancy section, remind council members that Senate Bill 1 (2017) brought about an alternative principal selection process that councils can opt to use. Once the statute is amended to reflect this change, it will be added to the module. Have participants turn to page 16 to complete Activity 8. Participants can work independently or with others. Sample answers are included.

Consultation Policy

Purpose:

The *Consultation Policy* of Kentucky Middle School ensures that the selection of instructional staff are highly effective, qualified and meet the needs of the student population.

Procedures:

Vacancy shall be defined as...

- a position that did not previously exist, but which can now be funded;
- a position previously held by an employee who has retired or resigned; **or**
- a position held by an employee who has indicated in writing that they will retire or resign at the conclusion of the current school year.

Qualified teacher shall be defined as a teacher who...

- holds at least a bachelor's degree;
- holds full Kentucky certification or statement of eligibility; **and**
- demonstrates competency in each of the core academic subjects taught.

Highly qualified paraeducator (paraprofessional) shall be defined as an instructional assistant who has...

- completed two years of study at an institution of higher education;
- holds an associate's (or higher) degree; **or**
- has passed the *Kentucky Paraeducator Assessment* exam.

Notification of Vacancy:

The school council shall be consulted by the principal on all certified and classified instructional vacancies that occur at the school. When an instructional staff vacancy has been posted the principal shall include "consultation with the school council for the (position title) vacancy" on the agenda of the next regular or special meeting of the council.

Timeline:

The principal and **school council** shall meet the following timeline for filling vacancies:

- Once a vacancy is determined, the principal, along with one parent member and one **teacher member chosen by the school council**, shall serve as an ad hoc interview committee. The ad hoc interview committee shall meet within one week of selection to develop a set of criteria for a strong candidates and a list of interview questions to be asked of each applicant.
- The committee shall reconvene and review applications and supporting materials for each qualified applicant. Once the vacancy has completed the 30-day required posting, the committee shall reconvene and make a final selection of candidates that exhibit the

characteristics in the developed criteria and then those who are highly qualified. Any applicant that does not meet the criteria or is not highly qualified shall not be considered for an interview. An interview schedule shall be developed by the ad hoc committee so that all committee members are present for all interviews. The principal shall contact the candidates and schedule the interviews.

- All candidates interviewed will be asked the developed questions in the same order. The principal shall follow up within three (3) business days with reference checks, as needed.
- The ad hoc committee shall reconvene within one week of the final interview to review the candidates, discuss issues from reference checks, and prioritize candidates.
- The **school council** shall consider the ad hoc committee and principal recommendations and provide its thoughts on the candidates to the principal on who to select to fill the vacancy. This consultation will occur in closed session.
- The principal shall make a selection of a qualified applicant to fill the vacancy and shall report this selection to the superintendent who will complete the hiring process.
- At the next regular or special called meeting, the principal will inform the **school council** as to the candidate he/she selected.

If a quorum of the members of the school council is not available for the purpose of conducting consultation in the filling of a vacancy during a special called meeting for the purpose of consultation, the principal shall conduct consultation with the council members who can attend. The timeline may also be amended with school council approval in order to fill a vacancy during times where continuation of instructional services may be affected and a waiver of the 30-day posting may be requested from the Kentucky Department of Education.

Evaluation:

The school council shall annually review the policy and timeline and make revisions as necessary to ensure high qualified and highly effective teachers are recruited and retained at the school. Any revisions to the policy shall be made and approved prior to March 31.

Date Adopted: _____

Date Reviewed/Revised: _____

Date Reviewed/Revised: _____

ACTIVITY 8

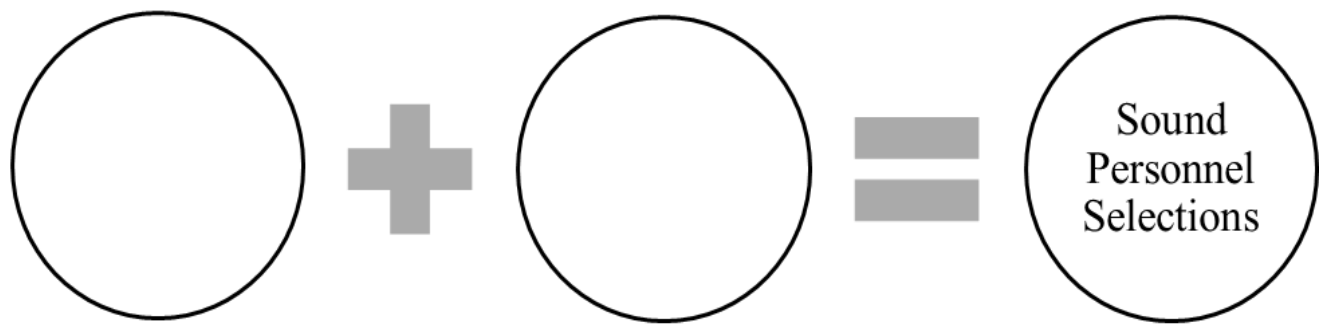
Discuss the scenarios with your table group and determine whether the statements are reflective of the hiring process.

| | |
|----------|---|
| 1 | <p><i>Wildcat Elementary School recently learned the 5th grade math teacher will be retiring early due to illness. Superintendent Wilson asked the Human Resource Director to post the position to KEPS. In talking with the director, he learned that she has a daughter who is certified to teach math at the elementary level. Superintendent Wilson feels it is in the best interest of the students at Wildcat Elementary if he moves forward and allows the director's daughter to fill this role and asks her not to post the position to KEPS after all. Instead he offers the position to his colleague's daughter.</i></p> <p>Is the superintendent following statutory guidelines in KRS 160.345(h)? <input type="radio"/> YES <input checked="" type="radio"/> NO</p> <p>If the superintendent's decision does not meet the statutory guidelines in KRS 160.345(h), what will need to happen so that it does? <i>position should be posted immediately, consultation was not followed, not superintendent's authority</i></p> |
| 2 | <p><i>Cardinal Middle School is in desperate need of an additional custodial staff member. Principal Smith notifies the superintendent of the need and he takes the request to the next board meeting for approval. After having been approved, the position was immediately posted on the district's website. Several qualified applicants applied and those names were forwarded to the principal. At the monthly SBDM meeting, Principal Smith and the council screened the applicants to determine who to interview. After having selected the top four, the candidates are notified of the interview date and time. The interview committee is tasked with interviewing each person. The committee shares its selection, but ultimately knows the principal has final say. Principal Smith, keeping in line with the consultation policy, notifies council members of the determination and subsequently offers the job to the chosen candidate.</i></p> <p>Is the principal following statutory guidelines in KRS 160.345(h)? <input checked="" type="radio"/> YES <input type="radio"/> NO</p> <p>If the principal's decision does not meet the statutory guidelines in KRS 160.345(h), what will need to happen so that it does? <i>followed the process outlined in statute/consultation policy</i></p> |
| 3 | <p><i>Bobcat High School's SBDM has been tasked with filling the principal vacancy. After the council goes through principal selection training, which was provided by Superintendent Asher herself, the Superintendent provided the council with what she considered to be the top five candidates from the pool. Although it was a lengthy process, the council felt as though it selected the best candidate to fill the vacancy.</i></p> <p>Is the superintendent following statutory guidelines in KRS 160.345(h)? <input type="radio"/> YES <input checked="" type="radio"/> NO</p> <p>If the superintendent's decisions do not meet the statutory guidelines in KRS 160.345(h), what will need to happen so that they do? <i>Superintendent cannot train, everyone should have equal say & voting rights</i></p> |

Say: Are there any lingering questions before we complete
Activity 9?

Refer council members to their reference strip or back to pages 4→5. Have council members complete Activity 9 and list the two productive team member characteristics they believe are necessary for the council's role with personnel selections. Thereafter, have them select a guideline that would also be deemed helpful during this task by placing an X on the line. Lastly, council members should reflect on this section prior to moving forward.

Activity 9: Using the list of ten characteristics of a productive team member, list the two characteristics that you believe would help the council maximize its personnel selection decisions.



When making *personnel selection* decisions, which guideline for effective teamwork would prove itself useful in conversation?

- | | |
|---|---|
| <input type="checkbox"/> Sharing all relevant information | <input type="checkbox"/> Explaining your reasoning and intent |
| <input type="checkbox"/> Testing assumptions and inferences | <input type="checkbox"/> Focusing on interests, not positions |
| <input type="checkbox"/> Jointly designing next steps | |

REFLECTION

These characteristics coupled together would help the council maximize its personnel selection process, because...

Answers will vary.

Say: The final section of the *Teamwork for Achievement* module pertains to budgets. In this section, we will focus on how budgets and teamwork contribute to student achievement. (Have a volunteer read the opening paragraph below. The answers in blue fill-the-blanks in the participants' guide.)

Teamwork and Budgeting

Yet another way to improve student achievement is through monitoring the SBDM budget. The school council must understand the priorities for student achievement and be committed to using school resources to effectively address those priorities. The school council must make thoughtful money decisions, review budget reports, and adjust the budget when needed. Good communication among the school council, central office/finance officer, principals, and teachers is a key to success in effectively using school resources.

The school council has **three main responsibilities** with budgets:

1. adopt and monitor the annual budget while making [ADJUSTMENTS](#) as needed
2. use all of the school's resources (e.g., allocated funds, allocated staff and time) to help reach [STUDENT ACHIEVEMENT GOALS](#)
3. request [ADDITIONAL](#) funds (Section 7 money) from the board of education

Getting Started: *What do you know about your school council and its budget decisions?*

Answer the following questions based on what you already know about the council and its role with budgets.

1. How would you describe the **school council's budget role**?

[Answers will vary.](#)

2. How does the school council use its resources to **support teachers' efforts** in helping all students learn?

[Answers will vary.](#)

3. How does the school council **monitor resources** and **the effect of those resources** on student achievement?

[Answers will vary.](#)



Have a volunteer read the first responsibility aloud, as well as the explanatory paragraph. While reading, encourage participants to highlight key information. Once council members have reviewed this page, show them Appendix A.

Discussion Question: *How is budgeting related to achievement?*

Responsibility 1: *To adopt and monitor the annual budget, making adjustments as needed.*

A good guideline for monitoring the budget is if it comes in and goes out, it needs to be monitored. This means looking at more than just MUNIS reports – it also includes activity funds. Adjustments should be made based on what is needed to help *all* students succeed. Knowing the funding sources is one important part of budgeting. Annually, the school council must adopt a budget for the school. Multiple funding sources are available to the school; however, with state and federal funding cuts, these funds may be limited or unavailable to a school.

| Money sources: | Explanation: | Amount: | Date of school council access: |
|-----------------------------------|---|--|---|
| Staff Allocations | Each school's funding for staff is determined in two steps. A school board formula is used to make a list of positions, and then the district salary schedule is used to attach a dollar figure to each position. | Based on school board policy that follows the school council allocation regulation. | March 1 each year, with a final allocation by May 1 . |
| Instructional Funds | Each school's average daily attendance (ADA) for the previous year is multiplied by a fixed amount per pupil. By law, the funding to councils is at least 3.5 percent of the basic per-pupil guaranteed state funding. | At least 3.5 percent of the basic guaranteed per-pupil amount. May be adjusted during the General Assembly's budget process. For 2013, the amount may be lowered to \$100 per ADA. | March 1 each year, with a final allocation by May 1 . |
| Remaining Funds Allocation | The school board makes decisions about allocating the remaining funds left over after: <ul style="list-style-type: none"> • districtwide expenses • certified and classified staff allocations to schools • minimum allocation to councils | No set amount. School councils may make a request based on need. | May 30 each year, if funds are available. |
| Professional Development | These funds support a wide range of activities to develop knowledge and skills to move all students to proficiency. | 65 percent of funding provided to the school district times average daily attendance (ADA) from the prior school year. | Within 30 days of notification from KDE. |
| Textbook | These funds can be used for instructional materials. | Once the state budget is settled each year, based on ADA for each P-8 school. | When the state budget is set. |
| Activity funds | School general activity funds – those funds NOT raised by a school organization for a specific purpose. | Varies from school to school. | July 1 – June 30 |

See **Appendix A** for a listing of other funding sources, both from state and federal grants, which **may** be available to schools. Many of these are district programs where the district **may** provide funds and oversee the services for students.

Have a volunteer read the second responsibility aloud, as well as the explanatory paragraph. While reading, encourage participants to highlight key information. Once council members have completed Activity 10 and sample responses have been reviewed, show them Appendix B.

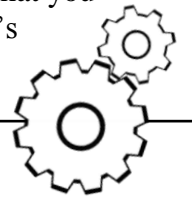
Responsibility 2: *To use all the school's resources (i.e., allocated funds, allocated staff and time) to help reach student achievement goals.*

Schools contain multiple resources (i.e., money, personnel and time). Discussion of the use of resources should be based on a needs assessment. When determining the use of these resources, the school council should take into consideration this year's students. When discussing personnel, the conversation should focus on programs and not a particular teacher.

These funds can be overwhelming to consider; however, as an effective school council member, it is important that you are aware of the funds expended in the school and why they are expended in the ways that they are.

Activity 10: What types of questions would you ask or anticipate during budget discussions? The on the next page provides some budget decision scenarios. Think of some questions that you might ask during a school council meeting to help make a sound decision with the school's resources.

See **Appendix B** for a listing of budget ideas from high-achieving schools.



| TOPIC | QUESTIONS |
|--|--|
| 1) The library media specialist would like to purchase a set of books that will appeal specifically to middle school boys. She is responding to teacher requests and school data that suggest the need for more reading materials targeted for male students. She needs \$1,200 for the books. | Did the council consult with her prior to this? What data is being used to drive the need? Is this during budget development? |
| 2) A teacher would like to purchase a classroom set of graphing calculators for Grade 6 students. Grade 7 and 8 teachers already have these. The calculators are needed to help prepare students for math testing in 6th and 7th grades. Math scores are an area for improvement in the school. The estimated expense for 31 calculators is \$4,000. | How are departments allocated monies? Could the math department be given a larger share based on this need? |
| 3) Enrollment is down for the school. The superintendent's office has said the school will have one fewer certified staff position for the coming year, so the school council needs to cut one certified position. | What courses show the least enrollment? What subjects show students are not achieving? |
| 4) The data analysis shows reading scores are not improving. The reading teachers believe that professional development is needed to address this need. | Would all teachers benefit from the PD, since all teachers teach reading in his/her subject area? What is the data telling us? |
| 5) The principal has requested a new copy machine, as the current copy machine in the teacher's lounge is no longer working and the maintenance contract has expired. A new machine and maintenance contract will cost \$10,000 this year to start and \$2,000 each year to maintain. | What is the current status of the budget? Does the district have a plan to relieve the entire district of this burden? |
| 6) Teachers have come to the school council through the budget committee to ask that the council increase the allocation for paper. Last year's allocation was \$6,000. Teachers are running out of paper by April. | Is technology being utilized to cut back on paper usage? Do departments have remaining funds that can be used to purchase its own paper? Are we using 21 st Century learning? What is being done to conserve paper? |

Say: The third and final responsibility deals with Section 7 fund or leftover funds. (Have several volunteers read the information below. Encourage highlighting and annotating. Show council members Appendix C prior to completing Activity 11. Answers are highlighted on the page to assist during the review.)

Responsibility 3: *To request (most often in writing) from the local school board for additional funds. These funds are usually referred to as Section 7 Funds.*

Kentucky funding regulation 702 KAR 3:246 outlines the distribution of funds to schools. The regulation is divided into sections, which determine the uses for the funds. In Section 3, the school district pulls the funds needed for district expenses. Then, the district allocates to the school council. Sections 4 and 5 allocate certified and classified staff to the schools within the district. Instructional funds based on SEEK are included in Section 6. When these allocations are made, the remaining funds are referred to as **Section 7** funds. Within Section 7 are guidelines that govern how those funds are distributed. The local board of education can vote to provide additional funding to the school by:

1. **Average Daily Attendance (ADA)** – The local board of education divides the money among all schools based on the student average daily attendance.
2. **School Council Identification** – Each school council lists needs from its school improvement plan, and the local board of education chooses none, some or all of those needs.
3. **Disaggregated Data** – The local board of education targets money to an area of student need shown by the school’s data, and the school council decides how to use the money to address that need.
4. The local board of education can **combine these methods** to distribute Section 7 resources.

If your council wants Section 7(b) funds, you must make a school council request. Making a formal Section 7(b) request is your opportunity to ask the local board of education to consider your school’s unique needs. Always have a wish list ready based on student achievement and your school improvement plan. Check your local district policy for the process and timeline your council will need to follow. See **Appendix C** for an example request form.

Activity 11: Review the scenarios on the next page and determine which Section 7 guideline was used to distribute the money.

See **Appendix D** for a timeline of the council’s role with budgets.



| SCENARIO | Type of Distribution from Section 7 |
|---|--|
| Commonwealth Middle School's SBDM Council submitted a <i>Section 7 Request Form</i> asking for an additional teacher in order to offer remedial reading courses. | a. an amount based on ADA b. needs identified by school councils in their adopted school improvement plans c. specific instructional purposes based on student needs identified by the board from disaggregated student achievement data d. a combination of the paragraphs (a), (b), and (c) |
| The board has determined it will distribute funds in the following manner: →Based on district data, Wildcat High School needs an additional .5 guidance counselor. →Based on interim reading data, Cardinal Elementary School's council has requested \$2500 to help fund a reading intervention program. →Funds will be distributed to both schools based on ADA. | a. an amount based on ADA b. needs identified by school councils in their adopted school improvement plans c. specific instructional purposes based on student needs identified by the board from disaggregated student achievement data d. a combination of the paragraphs (a), (b), and (c) |
| The board has \$20,000 in Section 7 and will divide the money amongst the four (4) schools in the district based on each school's ADA. | a. an amount based on ADA b. needs identified by school councils in their adopted school improvement plans c. specific instructional purposes based on student needs identified by the board from disaggregated student achievement data d. a combination of the paragraphs (a), (b), and (c) |
| The local board identified increasing college and career readiness as a need. A college and career readiness coach position will be allocated to the two high schools in the district. | a. an amount based on ADA b. needs identified by school councils in their adopted school improvement plans c. specific instructional purposes based on student needs identified by the board from disaggregated student achievement data d. a combination of the paragraphs (a), (b), and (c) |

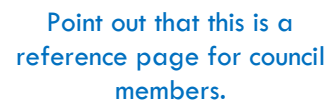
REMINDERS

→**ADA:** The board divides the money amongst all schools based on the student average daily attendance.

→**Council Identification:** Each council lists needs from its school improvement plan and the board chooses none, some, or all of those needs.

→**Disaggregated Data:** The board targets money to an area of student need shown by the school's data, and the council decides how to use the money to address that area.

→**Combination of Methods:** The board can use a combination of ADA, council identification, and disaggregated data to distribute Section 7 monies.

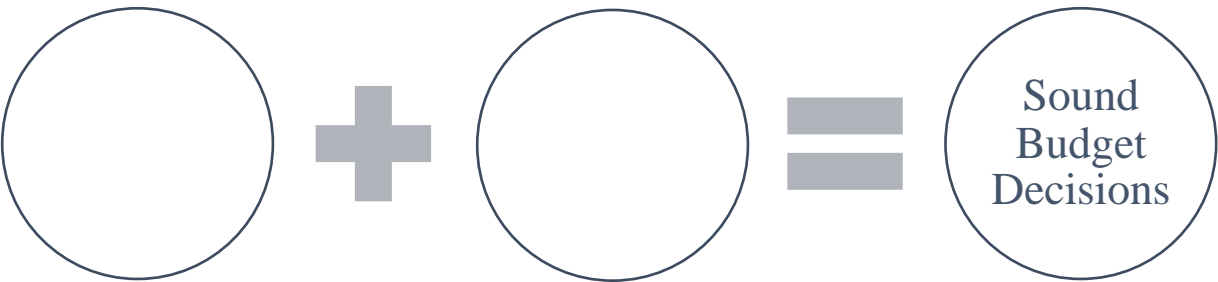
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- 

- School councils need to have monthly reports that show where the money is going in each of their accounts. Schools/districts can do reports in MUNIS; however, this is not required. The school council should not be blindsided by problems later because it didn't look at the monthly reports.
- School councils should see and review reports from activity funds. Persons responsible for reporting on activity funds should send a report to the school councils.
- Invite the district finance officer to your school council meeting and pick his or her brain. Have the person in charge of federal funding programs come and talk to the council, too. Recognize district expertise and invite the experts to come and talk. For staffing issues and questions, ask the personnel director and/or the finance officer.
- School councils should have school council training, with up-to-date copies of regulations and statutes pertaining to budget. Start the year right with all of the budget information for your school.
- School councils should have a final financial report at the end of the year for the next year's school council.
- Think about Section 7 funds. Always have something in mind just in case there is additional funding available. Keep a wish list available.
- Aim high or dream big – you never know where funds may come from, and you have to be ready to express your dreams to someone.
- Interact with teachers and ask them about what they need and want. This is not always done formally, but they are your best resource to know if resources are being used in a way that directly impacts students.
- Remember, the whole school council is responsible for the money.

Refer council members to their reference strip or back to pages 4→5. Have council members complete Activity 12 and list the two productive team member characteristics they believe are necessary for the council's role with budgets. Thereafter, have them select a guideline that would also be deemed helpful during this task by placing an X on the line. Lastly, council members should reflect on this section prior to moving forward.

Activity 12: Using the list of ten characteristics of a productive team member, list the two characteristics that you believe would help the council maximize its budgetary decisions.



When making *budgetary decisions*, which guideline for effective teamwork would prove itself useful in conversation?

- | | |
|---|---|
| <input type="checkbox"/> Sharing all relevant information | <input type="checkbox"/> Explaining your reasoning and intent |
| <input type="checkbox"/> Testing assumptions and inferences | <input type="checkbox"/> Focusing on interests, not positions |
| <input type="checkbox"/> Jointly designing next steps | |

REFLECTION

These characteristics coupled together would help the council maximize its budgetary process, because...

Answers will vary.

Say: Are there any lingering questions before we complete the final reflection?

FINAL REFLECTION

The most important thing I learned (or was reminded of) about effective teamwork was...

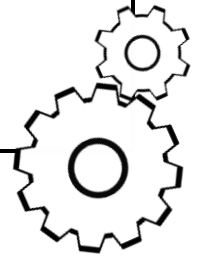
Answers will vary.

Why does our school need clear goals to get results for our students?

Answers will vary.

Based on what I learned today, my council needs to...

Answers will vary.



Say:

This concludes the required three (3) hour Teamwork for Achievement training for experienced members. You may keep your training module booklet. Thank you for your participation and attention throughout this training. Your commitment to your school's council is invaluable. You will be issued an EILA certificate shortly, which signifies you have satisfied the required experienced member training.

Appendix A

| OTHER FUNDS | EXPLANATION |
|---|---|
| State Preschool | Four-year-olds from low-income families and three and four-year-olds with disabilities are eligible for free preschool services. |
| Family Resource and Youth Services Center | These funds are used to address the physical and social well-being of students and their families to minimize or eliminate barriers to learning for academically at-risk students. |
| KETS | Education technology that meets state quality standards is part of the state-approved district technology plan. |
| Gifted and Talented | Direct services to students who are identified as gifted and talented. Seventy-five percent of this funding must be used for certified staff. |
| Title I, Part A | Title I, Part A supports effective, research-based instructional strategies to help students meet state standards. If at least 40 percent of students come from low-income families, the school can have a schoolwide program that serves all students. Other schools can have a targeted assistance program for the students most at-risk if the poverty level is at least equal the district average or above 35 percent. |
| Migratory Children (Title I, Part C) | Supports services to help students meet challenging state standards if their families make repeated moves to work in agriculture. |
| Neglected, Delinquent, At-Risk (Title I, Part D) | Supports services to help students meet challenging state standards while in institutions for neglected or delinquent children. Also supports transition programs for those students, dropout prevention and support programs for continued education of dropouts and those formerly in those institutions. |
| Title II, Part A | Supports strategies for improving teacher and principal quality, and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools (e.g., staff professional development, recruitment efforts and retention efforts). |
| Limited English and Immigrant Students (Title III) | Language instruction and other steps to help students with limited English proficiency, including helping immigrants develop high levels of academic attainment in English and meet challenging state standards. |
| Safe & Drug Free Schools and Communities | Support programs that prevent violence in and around schools and the illegal use of alcohol, tobacco and drugs. |
| Rural & Low Income (Title VI, Part B) | Provides additional support for NCLB-related activities in rural districts that often lack the personnel to apply for other grants. |
| IDEA Basic | Services needed to educate students with disabilities. |
| IDEA Preschool | Supports preschool for children with disabilities. |
| Perkins | Supports vocational and technical education programs. |
| McKinney-Vento Continuation | Support for homeless children. Beginning a grant requires a separate application; the Comprehensive Improvement Plan can count as an application to continue the grant. |
| E-Rate | Special arrangements for major savings to schools on the costs of Internet access. Also called Universal Service Administrative Company (USAC) Schools and Libraries Division. |

Appendix B

Budget Ideas from High-Achieving Schools

What are some specific ways your school council budget has improved student achievement?

- used funds to designate a reading and math instructional coach to model in classrooms
- provided guest speakers and all-day activities in arts and humanities
- converted a high school computer lab into a dual-purpose lab (computer/foreign language lab)
- paid for more than state-required number of minutes for special resource teachers, so they have more common planning
- aligned special area classes with core content so they have practical living and vocational studies instead of PE, and arts and humanities instead of music
- paid math teachers to tutor targeted students before school using certified extended time money
- set aside funds (from general budget, other equipment fund) and put in \$8,000 to \$10,000 to replace and purchase technology
- hired subs to release the teachers half a day to align with new Common Core Standards
- hired an additional teacher to reduce class size in the intermediate grades
- hired a writing coach
- added Advanced Placement courses to increase rigor in the classroom
- implemented reading and writing across all content areas to improve assessment scores and success in Advanced Placement courses
- provided extra tutoring in reading content-area textbooks (i.e., science, social studies and math) to be successful in all classes

What are specific examples of what you've done with school activity funds or funds given to you from the PTA/PTO that have improved student achievement?

- PTO funds after-school opportunities for students, including science and social studies clubs, and this year, an art club and a drama club.
- Activities money goes to guest speakers.
- Some of the field trips are sponsored by the PTA.
- PTA helps with computers.
- PTA maintains a second computer lab with older computers, called the mini lab. Teachers can use it for drill and practice. It is connected to the Internet so kids can do research, too.
- PTO parents work with and care for kids. Grandmothers come in every day and read with kids.
- Activity funds pay for items such as “Do Your Best” pre-testing assembly.
- The PTSA is supportive by creating, maintaining and staffing a College/Career Resource Room. It also provides supplies, books and more in the library.

Appendix B (continued)...

What innovative or “outside the box” ways have you used resources that have produced great results for kids?

- SAT/ACT online preparation software.
- We have implemented an eight-period A/B block schedule and have developed incredible electives for students, especially in the arts. Students love the choices, and they enjoy learning on the “right” side of the brain. They can take keyboarding, drawing, painting, band, orchestra, ballet, technical theatre and more. This schedule is expensive because we commit money to more teaching positions and facilities. There is little left for anything but teaching essentials.
- The school recruited community people to teach classes. A UL law professor has volunteered to teach AP Government and Politics for five years at Manual. This semester, a judge is teaching about four Supreme Court cases that changed America.

How have you creatively used other resources, such as your human resources (people), school space, staff and student time to improve student achievement?

- We have common planning among grade levels every day. Teachers meet monthly after school to do vertical alignment.
- We have chosen to hire more instructional aides in place of one teacher. One aide is focused on primary reading one on one. The other instructional aide is focused on reading and math in later grades.
- More continuous assessments and we score them together as a team.
- Individualized help from teacher and instructional aide for any student not reaching at proficiency.
- Our local board of education added a student to its membership. This allows the board of education to obtain input from students about curriculum issues that directly impact students.
- The board of education has funded an after-school assistance center coordinator to help match student needs to teachers so students may receive academic assistance on a regular basis.
- Community support (Everyone Reads initiative) brings lots of people into the school to read with kids.
- We partnered with the Chick-fil-A character education program, which is carried out by a counselor who teaches a character trait each month, and kids get Chick-fil-A coupons.
- We are thinking more about job-sharing and consultant-based learning. We have a teacher at home who is teaching the class through a sub.
- The school building is from 1938, and they use every inch of space including under the stairs, gym and in lobby. All adults, including cooks and secretaries, know every kid by name.
- We allocated a 0.5 time guidance counselor, and council is making up 0.5 of a position because it is so important.

Appendix C
SBDM Request for Resources
Section 7 Funds

Please complete the following form to justify the council's request. Include a brief explanation on how the request supports or aligns to your *Comprehensive School Improvement Plan* (CSIP). The request should also address achievement gaps, school goals & priorities, and meet the needs of students.

Submit completed form to the Superintendent/Designee no later than _____.
date

School Making Request: _____ *Date of Request:* _____

1. REQUEST FOR TEACHERS

Number of Teachers Requested: _____

Explain how this connects to your school's current *Comprehensive School Improvement Plan*.:

2. REQUEST FOR INSTRUCTIONAL ASSISTANTS

Number of Assistants Requested: _____

Explain how this connects to your school's current *Comprehensive School Improvement Plan*.:

3. REQUEST FOR OTHER STAFF

List Staff Requested (Such as custodians): _____ Number Requested: _____

Explain how this connects to your school's current *Comprehensive School Improvement Plan*.:

4. OTHER REQUESTS (i.e. *Instructional Resources*)

Reason for request:

Explain how this connects to your school's current *Comprehensive School Improvement Plan*.:

Signatures of Council Members

Appendix D Council's Role with Budgets

| Allocation Timeline for Sections 4, 5, 6, 7, and 8 | Board/District Office | Principal | Council | Teacher |
|--|--|---|---|--|
| March 1 | <u>Sends preliminary allocation</u> to councils | <u>Receives preliminary allocation</u> from District Office | <u>Principal shares the preliminary allocation</u> with the council around March 1 st or shortly thereafter | |
| May 1 | <u>Sends updated</u> allocation to councils | <u>Receives updated allocation</u> from District Office | <u>Principal shares updated allocation.</u> The council works to create and approve the budget. <i>The spending of this budget begins on July 1st.</i> | <u>Teachers may be asked to submit orders</u> so that classrooms are stocked for August. |
| May 30 | <u>Section 7</u> sent to councils | <u>Receives Section 7</u> from District Office | <u>Council reviews Section 7</u> allocation | <u>Teachers should be aware of the Section 7 allocation</u> and how or if it may affect their work. This information can be passed down during PLC time. |
| Within 30 Days of Notification from KDE (usually late May or early June) | <u>PD funds</u> allocated based on ADA | <u>Receives PD Funds</u> from District Office | <u>Principal shares the PD budget with the council</u> who will approve the budget | <u>Teachers are aware of the PD budget</u> and any opportunities that may be included in the budget (training & travel). |
| By September 15 | <u>Adjustments to Sections 4 & 5 allocations</u> based on increases or decreases in enrollment are sent to councils. <u>PD Funds adjustments</u> based on ADA changes are sent to councils. | <u>Receives adjusted allocation for Sections 4 and 5</u> based on increases or decreases in enrollment from District Office. <u>Receives PD Funds adjustments</u> based on ADA changes from District Office. | <u>By September 15th or shortly thereafter, the principal will share the adjusted allocations for Sections 4 and 5.</u> The budget is revised and approved if needed. <u>Principals share adjustments to PD funds</u> with the council. | <u>Teachers are aware of changes in the budget</u> and whether this may affect their requests/orders. |
| By the End of 2 nd Month of Attendance (usually day 40ish) | <u>Adjustments to Sections 6 & 7 funding</u> due to changes in ADA and projected SEEK funding are sent to the council | <u>Adjustments to Sections 6 & 7 funding is shared with the council.</u> This occurs due to changes in ADA and SEEK funding. | <u>The council adjusts and approves a revised budget</u> if needed based on changes in Sections 6 and 7 due to changes in ADA and SEEK funding. | <u>Teachers are aware of changes in the budget</u> and this may affect their requests/orders. |

A successful council...

T

Transforms
Tries
Tackles
Talks
Thinks
Toils
Transcends
Trusts
Turns
Triumphs

E

Earns
Educates
Elaborates
Elicits
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Emphasizes
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Embraces
Embodies
Encompasses
Encourages
Endures
Ensures
Establishes
Evolves

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Agrees
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M

Makes
Mediates
Meets
Mirrors
Modernizes
Monitors
Motions
Musters

| | |
|--|---|
| <p>W</p> <p>Works through Wonders Wishes Weighs in Wins Writes (policy) Welcomes Wises up</p> | <p>O</p> <p>Obeys Objects Obliges Obtains Operates Opens Opposes Originates Organizes Outlines Outplays Outclasses Overcomes Outlasts Outreaches</p> |
| <p>R</p> <p>Radiates Rallies Reaches Rationalizes Reacts Reaffirms Reads Reasons Realizes</p> | <p>K</p> <p>Keeps Knows Keys in Kicks/knocks (around ideas)</p> |



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Frankfort, KY 40601
<http://education.ky.gov>